cinating motives. The possibilities of this work, real and imaginary, are so numerous that there should be little reason for working over much in one type, with resultant narrowed interests and limited expressional development.

And there seems less excuse for themes arbitrarily demanded, or for ill-tasting assignments of assumed motives.

S. A. MARTENSEN,

THE VETERAN FROM VIRGINIA

In the November issue of the *Journal of the National Education Association* appeared the following article from the pen of Cornelius J. Heatwole, Secretary of the Virginia State Teachers Association. Mr. Glass was later honored at the recent educational conference in Norfolk by a testimonial dinner.

E. C. GLASS, superintendent of schools of Lynchburg, Virginia, has served the longest term of any school superintendent in the United States, having held that position in his home town for forty-seven years. He has been connected with the school system of the city of his birth for fifty-four years. He was teaching in a two-room wooden building in 1871, the second year of the life of Virginia's State public school system and has, therefore, served under every State superintendent of public instruction in the State. There is no other person now living in Virginia who enjoys such a purview of our educational progress, and we doubt that there is another instance in the United States where a man can point to a highly efficient school system and say, "Here is the work of my hands."

Mr. Glass received his early training in the private schools of Lynchburg. He later attended the Norwood School for Boys, a private secondary school. This is the extent of his formal academic training. However, he has been a diligent student of education throughout his long experience as teacher and school administrator, keeping apace with the advancing educational thought during his long years of service. In this country he has visited and studied the schools of Boston, Quincy, Brookline, New York, Philadelphia, Washington, Baltimore, and Chicago; in England the schools of London, Liverpool, and Chester; and in Scotland, Glasgow and Edinburg. He made the first arrangement for an international exchange of teachers, and the Lynchburg High School was for three years benefited by the teaching of Miss M. G. Rottray, of the English schools. Mr. Glass carved out his own educational philosophy. No person or institution had a part in determining his educational thought and practice.

Mr. Glass was intimately connected with all the progressive movements in Virginia as well as those of the country at large. He was a member of the first State Board of Education in Virginia. He enjoyed a wide acquaintance with the leading men and women of this country, many of whom he was instrumental in bringing to Virginia as members of the faculty of the notable summer school of methods conducted by him and his associate, Willis A. Jenkins, from 1889 to 1904. This school of methods was one of Mr. Glass's outstanding contributions to the progress of education in the State. It was the pioneer agency in Virginia in disseminating scientific pedagogy. Here was begun the work of professionalizing education in the State. It was during the session of this school that a Virginia State Teachers Association was inaugurated. Thus began the work of an organized teaching force in Virginia which has developed into such a powerful educational factor. The growth in attendance of the school of methods measures its popularity. From 425 in 1889, it increased to 710 in 1904. At this time, it will be remembered, it was an unusual occurrence for more than a few hundred educators to assemble voluntarily for the discussion of educational problems. State normal schools

were few and poorly attended. Teachers colleges and departments of education in our State universities were rare and even these not recognized by the older academic faculties.

Mr. Glass's reputation as an educator will rest on his work as superintendent of schools of the city of Lynchburg. During his forty-seven years in this office, he maintained the confidence of the city authorities, his official board, the teachers, pupils, and patrons of his schools. Such a service requires all the consummate wisdom, patience, sympathy, and intellectual vision that is rarely combined in a single personality.

He is not a man who is blindly carried away with fads and innovations, nor has he wasted any of his powers of body, mind, and heart in fighting educational windmills or playing to the galleries. His schools have always been regarded as among the best in his own State and in the Nation whenever comparisons have been made. In 1907, the Lynchburg schools won the "gold banner" and every gold medal offered to Virginia schools.

Mr. Glass has introduced into his school consistently all the innovations in modern education as they have been proved and tested. In 1895 he provided for systematic instruction in music, dancing, and physical training, and a few years later manual training and domestic science—all organized under expert supervision. Recently a junior high school was erected at a cost of $350,000.

Outside of his professional life Mr. Glass finds time and inclination for active participation in religious and civic affairs in his community. For twenty years he conducted a Wednesday night class for Sunday school teachers and taught a class of college girls every Sunday morning at Court Street Methodist Church until a recent illness prevented. He has served on important welfare committees in his community and on various educational boards of the State, including the Board of Trustees of the College of William and Mary. At its last convocation exercises he was honored with the degree LL.D., and the same degree was conferred upon him last June by Washington and Lee University.

Mr. Glass is a striking example of how some people preserve their youthful vigor of body and mind. He never became interested in, or associated himself with, any business or financial concern that would divide his time and energy, but he gave his undivided attention to the schools and the children of Lynchburg. He now goes about his daily duties with the same sympathetic interest and energy that he did years ago.

FORTY AMERICAN BOOKS FOR THE WORLD LIST

AT THE request of the Committee on Intellectual Co-operation of the League of Nations the American Library Association has selected the forty American books of the year 1924 which it judges the most important for inclusion in the world list of six hundred titles to be published under the auspices of the League.

The best books ordinarily become known abroad very slowly, and it is thought that the annual publication of a list limited to six hundred titles will be effective in drawing nations together into closer intellectual contact, by keeping them in touch with the works each nation believes to be its best.

Countries publishing ten thousand or more new books annually are entitled to name forty—the British Empire, France, Italy, Japan, Germany, and the United States are the only nations in this class. Countries publishing from five to ten thousand new works annually are entitled to name twenty; those of from twenty-five hundred to five thousand, ten; below twenty-five hundred, five.

BELLES LETTRES AND ART

Anderson, Sherwood. A Story-Teller's Story. Huebsch.

Bade, William Frederic. Life and Letters of John Muir. 2 v. Houghton.